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UTAH MANPOWER DEVELOPMENT AND TRAINING ACT (MDTA) SCHOOLS ASSESSMENT.

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DESCRIPTORS- *PROGRAM EVALUATION, *YOUTH PROGRAMS, *VOCATIONAL EDUCATION, *PROGRAM ADMINISTRATION, *MANPOWER DEVELOPMENT, MDTA PROGRAMS, UTAH,

BECAUSE LITTLE RELATED EXPERIENCE WAS AVAILABLE UPON WHICH TO FABRICATE THE MOST EFFICIENT PROGRAMS OF THE TWO FIRST MANPOWER DEVELOPMENT AND TRAINING ACT (MDTA) SPONSORED SCHOOLS OPENED IN UTAH IN 1965, THIS STUDY PROPOSED TO ASSESS THE PROGRAMS TO DETERMINE SIGNIFICANT DIFFERENCES, AND TO MAKE A SUBJECTIVE EVALUATION OF THE CURRICULAR STRENGTHS OF EACH. THIS EVALUATION WAS INTENDED TO PROVIDE A FOUNDATION FOR IMPROVING THE CURRICULUMS OF ANY FUTURE MDTA PROGRAMS. DATA WERE DERIVED FROM INTERVIEWS WITH THE TWO SCHOOLS' ADMINISTRATORS, TEACHERS, PUPILS, YOUTH EMPLOYMENT DIRECTORS IN LOCAL EMPLOYMENT SECURITY OFFICES, AND WITH THE MDTA ADMINISTRATORS IN THE UTAH DEPARTMENT OF EMPLOYMENT SECURITY. DUE TO THE CONFUSING AND UNQUANTIFIABLE NATURE OF THE DATA, THE INVESTIGATOR'S SUBJECTIVE ANALYSIS OF THE AVAILABLE DATA AND COMPARATIVE KNOWLEDGE OF BOTH SCHOOLS SERVED AS THE BASIS FOR RECOMMENDATIONS, WHICH INCLUDED--(1) THE INITIAL PART OF THE PROGRAM SHOULD EMPHASIZE ESTABLISHING STUDENT-TEACHER RAPPORT AND IMPROVING STUDENTS' ATTITUDES AND DESIRES, (2) A CHANGE IN REMUNERATION PHILOSOPHY SHOULD BE ATTEMPTED, (3) TEACHING METHODS SHOULD ALLOW THE INDIVIDUAL TO PROGRESS AT HIS OWN RATE, (4) SUSPENSION AND TERMINATION SHOULD NOT BE USED FOR DISCIPLINE, AND (5) PUBLIC RELATIONS PROGRAMS SHOULD BE EXPANDED AND IMPROVED. AMONG POINTS OF GREATEST STRENGTH WERE STUDENT PARTICIPATION IN ADMINISTRATION AND PROBLEM-SOLVING, FREQUENT STAFF PLANNING MEETINGS, AND EXTRACURRICULAR SOCIAL AND EDUCATIONAL ACTIVITIES SUCH AS FIELD TRIPS. (AUTHOR/ET)

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(MDTA) SCHOOLS ASSESSMENT

FINAL REPORT

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UTAH MANPOWER DEVELOPMENT AND TRAINING ACT (MDTA) SCHOOLS ASSESSMENT

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UTAH MANPOWER DEVELOPMENT AND TRAINING ACT (MDTA) SCHOOLS ASSESSMENT

A. INTRODUCTION

Problem

Two Utah MDTA schools opened in 1965, one in Salt Lake City and one in Ogden, as the first such programs of their type in the state. Little related experience was available at that time upon which to fabricate the most efficient programs. The Salt Lake City and Ogden programs have now graduated two classes of students.

Future MDTA youth programs which might be conducted in Utah should profit from the experiences of the Salt Lake City and Ogden schools; therefore, an evaluation of the two schools has been done to determine the strong features of each so as to be ready with a still better program for the future.

Purpose

It was the purpose of this study to assess the Salt Lake City and Ogden MDTA youth programs to determine their significant differences, and to make a subjective evaluation of the strengths of each program. This evaluation will provide a foundation for improving any future MDTA educational programs.

B. METHOD

Interviews were conducted at the schools with administrators, teachers and pupils, with the youth employment directors in the local Employment Security Offices, and with the MDTA administrators in the Utah State Department of Employment Security.

Information gathered from these sources contributed to the determination of the degree of similarity of the two schools and to acquiring objective data applicable to assessment of the success of the schools in achieving their goals.

It was decided that the comparability of the schools should first be determined on the basis of various characteristics of enrollment, operation, and curriculum (see below, Data Included). The relative strengths of the schools and their program strengths could then be assessed as functions of those characteristics.

C. DATA INCLUDED

The characteristics by which the extent of similarity and/or difference between the schools was determined were:

(1) total number of enrollees;
(2) screening procedures and test scores;
(3) socio-economic status of students' families;
(4) students' expressed goals;
(5) students' citizenship;
(6) neighborhood reactions to the school;
(7) administration;
    (a) principal,
    (b) student participation,
    (c) method
    (d) district supervision
    (e) Employment Security (state and local) supervision;
(8) curriculum goals;
(9) courses offered;
(10) teaching methods;
(11) extracurricular activities;
(12) faculty characteristics;
(13) public relations programs; and
(14) method of screening students.

School success was defined to be the extent to which schools:

(1) retained students to graduation;
(2) placed students in the labor force;
(3) returned students to "regular" schools;
(4) eliminated disciplinary problems;
(5) improved students' work and social habits;
(6) improved students' self concept; and
(7) improved students' attitudes.

D. LIMITATIONS OF DATA

The major limitation on the data is that it is in large part subjective, being comprised of the opinions and observations of administrators, teachers, students, and the investigator; there is also a frequent necessity to recognize the varying and indeterminable limits to the extent of acquaintance with, and/or knowledge about many aspects of the schools and their enrollees on the part of these people.

The data is also such that sometimes it cannot be objectively quantified to facilitate interpretation; evaluation then becomes largely subjective, based on the investigator's observations in both schools, and consultation with other people, knowledgeable in the areas of administration, curriculum, employment, and the special kinds of students involved.

E. SUMMARY OF RESULTS

The matrix on page 8 ff. summarizes by year and school the data obtained through personal interviews and examination of the limited records available.

F. ANALYSIS

Assessment of the programs can be most efficiently accomplished through examination of the factors assumed to measure success. (See page 2 above, and page 8 ff.).

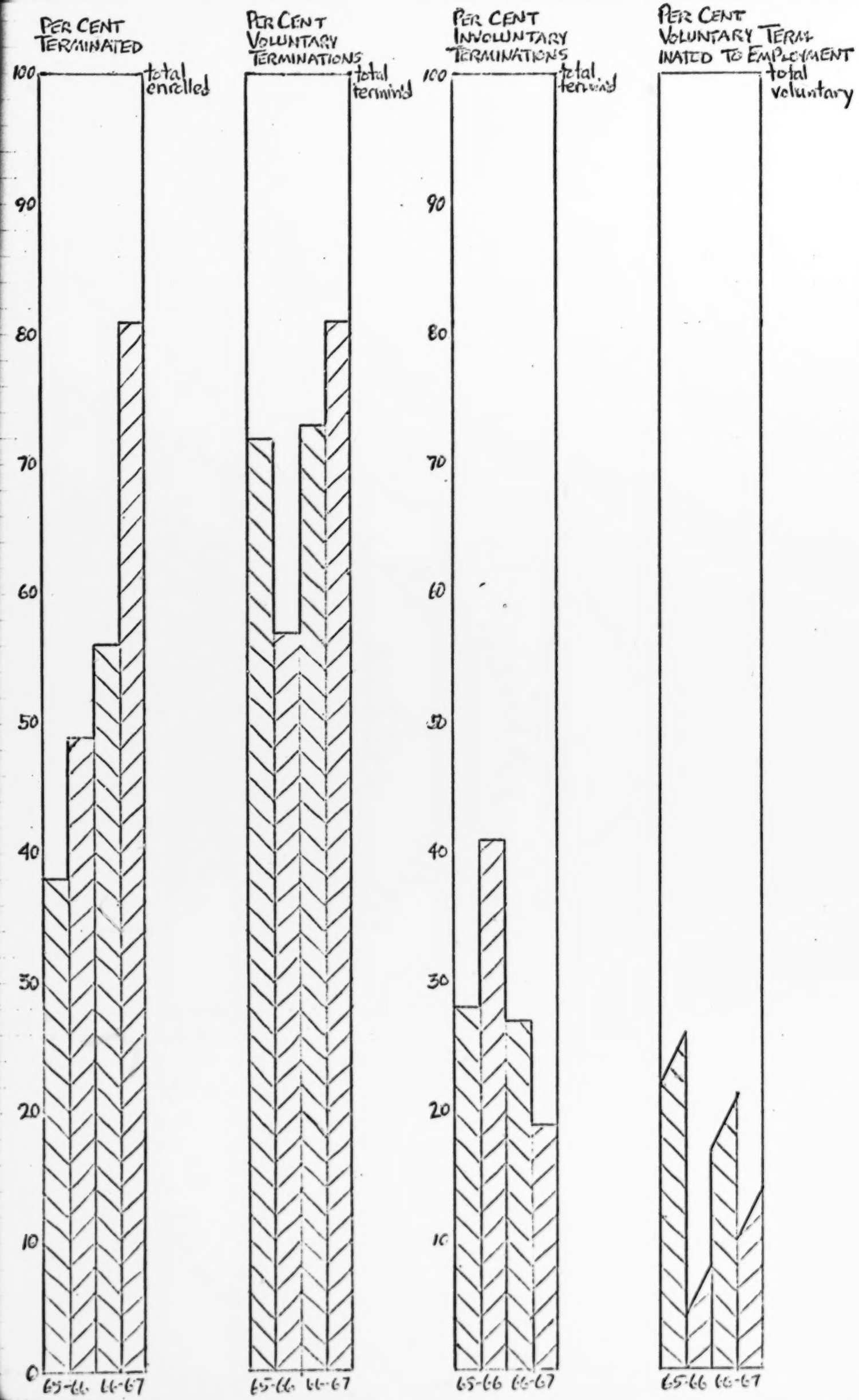
It is interesting to note that there are only two apparent measures of success in both years that are appreciably different between the schools. The first is the termination rate; the second (available for the first year only) is the employment rate of graduates. However, as developed in the following paragraphs, even these are doubtful measures.

According to the Utah State Department of Employment Security, the Ogden labor market has been much more active than the Salt Lake market, to the point that there is frequently a shortage of available labor in Ogden. This probably explains, in part, the approximately 2:1 employment comparison between the reporting graduates. This employment difference might also be attributed, in part, to the fact that during the first year the students in the Ogden program were initially better qualified by reason of higher prior academic achievement than their Salt Lake counterparts, who were, by design, from the lower academic brackets. In addition, the Ogden program was concentrated on teaching vocational skills while the Salt Lake Program was aimed at bringing the students up to a point at which vocational skills could be taught later.

The presence of so many uncontrolled variables makes the use of the number of graduates obtaining entry employment a doubtful measure of success or program strength.

In view of the facts stated above, the comparative termination rates of the two schools apparently become the only measure by which program strengths can be assessed. However, certain details of the terminations data, summarized below, are such that making an assessment of strength as a function of this data is difficult.

The following page shows a percentage breakdown of the terminations in the two schools for both years of their operation. Of note is the fact that termination rates in both schools were higher during the second year than during the first, and that most of these terminations were voluntary on the part of the students. Also, it should be noted that although Salt Lake's voluntary termination rate was higher than Ogden's in the first year, Ogden's increased greatly in the second year, becoming higher than Salt Lake's; there was essentially no change in the Salt Lake rate. Finally, the chart shows that more


PER CENT TERMINATED
total enrolled
PER CENT VOLUNTARY TERMINATIONS
total termind
PER CENT INVOLUNTARY TERMINATIONS
total termind
PER CENT VOLUNTARY TERMINATED TO EMPLOYMENT
total voluntary
100
90
80
70
60
50
40
30
20
10
0
65-66
66-67
SALT LAKE CITY
OGDEN

students terminating voluntarily in Salt Lake did so to take employment than did in Ogden: this is interesting in view of the fact that Ogden's labor market has been more active than Salt Lake's, and that according to tests given, Ogden students seem to be of a rather higher caliber academically (and socially according to Employment Security staffs' opinions and known general placement philosophy).

G. CONCLUSIONS AND RECOMMENDATIONS

It is felt that incorporation into any new Manpower programs of the policies described below will contribute to the success of those programs in reducing termination rates, increasing employment rates, and making graduates generally more valuable in their economic and social capacities. It is recommended, in addition, that future such programs include some means of evaluation.

Implementation of these recommendations will facilitate future evaluation programs and give them a more quantifiable basis for development of objectively determined and stated recommendations for continued improvement.

In view of these confusing data, attempts to assess existing program strength through this assumed measure of success must be, for the most part, dispensed with. (There are a few strengths, to be pointed out, which show up through the termination rates). Most of the following recommendations are therefore based on the investigator's subjective analysis of the available data and comparative knowledge of both schools.

(1) The initial part of the program should emphasize establishment of student/teacher rapport and improvement of students' attitudes and desires as a most important contribution to their success, both in the school and after graduation. Intensive group and individual counseling, under the auspices of a professional counselor, should be the core subject for the first 12-15 weeks to include such transfer techniques as physical education programs and orientation groups and field trips.

(2) A change in remuneration philosophy should be attempted in a minimum guaranteed allowance (provided attendance warrants it) plus increments which can be awarded periodically with the achievement of academic and social goals which are carefully pre-determined for individual students so as to be within their individual reach; i.e. allowances should be treated as wages are by a regular employer.

(3) District and State school offices should more actively participate, possibly through a liaison officer who is thoroughly familiar with the school, its problems, and its population, and lend more active direction and support through every available resource.

(4) In order to contribute to maintaining a better image of the program in the public eye, the school should be located in an area other than residential, and in a building which is not used by the general public.

(5) Because of the type of students generally enrolled in these programs, teaching methods should allow the individual to progress at his own rate, within a structure of environment which encourages and recognizes social and academic progress. The structuring should be such that the student will not assume that he need not work, but neither should the student be forced into work at a level at which he has not yet achieved sufficient comprehension.

(6) Students should be allowed to help each other (a better student assisting a poorer student) with the teacher acting as a room manager and/or consultant. Lecture periods should be kept to a minimum.

(7) The period of time spent daily in prescribed classes should be shortened to not more than six hours, with two additional hours of unstructured time available for at least the initial period of the program; time in class could be lengthened progressively to facilitate covering the necessary subject matter in a minimum of days. These students are not accustomed to rigid schedules and the imposition of an extended time structure on their day-to-day lives should be built up to gradually. Initially, the unstructured time may be utilized at the student's discretion, not necessarily within the school area. The student should be asked to account for the two hours. The account could then be used as a counseling and teaching tool and for evaluation of the program.

(8) Some means of discipline should be found (perhaps determined by the students) other than suspension, and providing an alternative to termination; suspended students tend to lose interest during their period of suspension and do not return, while termination cuts the school off from the individual and the chance to influence him toward a more productive social role.

(9) Termination of students should be done only at the recommendation of the school, rather than the Department of Employment Security; the school staff is better acquainted with the individual student and the problems which might lead to his absence, misbehavior, etc. and can deal with these problems in a more socially and economically valuable way.

(10) Public relations programs should be expanded and improved on the parts of both the school and the Department of Employment Security to increase public awareness of the program and its aims, and to enhance the image of the school in the eyes of the public, students, and potential students.

(11) Instructional staff should be required to have some sort of preschool orientation to the problems and methods of dealing with these kinds of students.

Notable observed program strengths already in existence which should remain a part of future programs include:

(12) Student participation in administration and problem solving;

(13) Frequent staff planning meetings to discuss student problems and methods of dealing with them; and

(14) Extracurricular social and educational activities such as field trips. (These activities, especially if educational, should <u>not</u> be at student expense if possible).

MATRIX

ITEM	YEAR	SALT LAKE CITY	OGDEN
Enrollees	1965-66 #1	86 (7/12/65 - 3/18/66)	73 (8/12/65 - 4/22/66)
	1966-67 #2	221 (8/8/66 - 12/8/67)	85 (7/11/66 - 7/7/67)
Testing	#1	No tests	GATB-G 106 high; 70 low; 88 average/14 tested IQ 83.7 average/56 tested
	#2	Stanford Achievement (see page 5 and footnote)	California Achievement (see page 5 and footnote)
Socio-Economic Status of Families	#1	No maximum established; most, however, are below $3,200 per year	No maximum established; most, however, are about $3,200 per year
	#2	Attempt to take most culturally deprived	Tend to take those who have been more successful in tests and past school
Expressed Goals	#1	All want to find work	All want to find work
	#2	All want to find work	Most want to find work; some girls just want the training for its own sake and to finish school
Citizenship	#1	a. In School: Usually good; biggest problems were non-attendance and drinking during school. Problems sometimes arose with students necking and/or loitering in the halls or about the neighborhood. Some fighting and occasional thefts during first 2-3 months. b. Court Records: Some students were on LOA or parole from SIS; if they became problems, they were returned to SIS. Most have some court records. Continued civil offenders were terminated. Entries in records diminished after school started.	a. In School: Main problem is lack of attendance; other problems are generally special cases. There was a problem with students taking their break at a nearby bar and returning slightly drunk. There was occasional fighting and lack of respect for teachers during first 2-3 months. b. Court Records: Some students on LOA or parole from SIS; if they became problems, they were returned to SIS. Continued civil offenders were terminated. Entries in records diminished after school started.
	#2	a. In School: Usually good now, except problems with non-attendance, drinking and loitering and necking in the halls or parking areas. At the beginning there was some fighting and minor vandalism and occasional theft (first 2-3 months) b. Court Record: Some students on 5 day LOA from SIS; most have some kind of court record. Continued civil offenses result in termination.	a. In School: Non-attendance is main problem; drinking is only occasionally a problem. Other problems such as theft, vandalism, etc., occur occasionally; offenders are usually terminated. Not many problems after first 2-3 months. b. Court Record: Some students on 5 day LOA from SIS; most have some kind of court record. Continued civil offenses result in termination.
Complaints	#1	a. Source: No complaints in business area; located in Oquirrh Elementary School building	a. Source: Complaints came from everyone because of proximity to public; located in Eccles Building b. Nature: Mostly concerned abuse of elevator and public behavior that was in poor taste; nothing malicious, serious or really tangible. Sometimes minor vandalism in lavatories (graffiti on walls, etc.)
	#2	a. Source Residential neighbors b. Nature: Speeding in cars; don't like older people coming and going at odd hours; congestion of cars; smoking and drinking in cars.	a. Source At beginning from a next-door sign company and a nearby cafe b. Nature Mostly loitering and littering and being nuisances in rowdy behavior, etc. Complaints infrequent now.

ITEM	YEAR	SALT LAKE CITY	OGDEN
Administration			
. Principal	#1	6 years teaching; 1 year administrative experience. Command characteristics: Apparently laissez faire to democratic; policies established with advice from staff; staff handled its own problems with students unless termination appeared necessary	10 years teaching; 6 years administrative. Command characteristics: Democratic in overall policies (terminations, etc.) but laissez faire in classrooms.
	#2	17 years teaching, 2 years administration. Command characteristics: Laissez faire to democratic, policies established with advice from staff; teachers handle own problems up to suspension or termination, then becomes group problem	10 years teaching, 7 years administration; Command characteristics: Democratic in overall policies, (terminations, etc.) , but laissez faire in classrooms
. Student Participation	#1	Strong and effective--student body officers assisted in making legislative decisions and handled most necessary punishment of students up to the point of suspension or termination. Attendance of classes left up to students; they could go to the classes they wanted, but this became a disciplinary problem and was changed.	Some in first year which evolved into instructional unit representative to voice grievances, etc., and/ or help establish policies, etc. There were some rules, but only because of the physical location of the school; students established rules
	#2	Strong and effective--student body officers, assist in making legislative decisions and handle most punishment or policies concerning punishment up to point of suspension or termination	No student body officers; each instructional unit has a representative to voice grievances, etc. and help in establishing policies. There have been few rules established; if problems arise, students usually make recommendations and they are held as policy thereafter
3. Method	#1	Staff meeting 07-0800 each A.M. to discuss students' work, etc., call roll of students and discuss, then make recommendations for consultation, suspension, termination, etc. Begun after 3 months	Staff meetings regularly and meetings with student representatives when there were special problems. One meeting to discuss special problem students, one to discuss all students, one for other considerations. Begun after 3 months
	#2	Daily staff meeting at 0700 to discuss students' work, behavior, etc. Call roll of students and discuss, then make recommendations for consultation, suspension, termination, etc. Other problems also discussed at this time.	Staff meetings three times per week: One to discuss special problem students, one to discuss all students, one to discuss other considerations such as finances, etc.
4. District	#1	School autonomous; free consultation as needed; cumulative records kept at Edison; no pupil personnel supervision in terminations	District school nurse visits one time per week in P.M. To make major changes from orignial plans, district approval and consultation is needed; otherwise autonomous. No pupil personnel supervision in terminations
	#2 so	School autonomous; free consultation as needed; cumulative records kept at Edison; no pupil personnel supervision in terminations	School autonomous; free consultation as needed; cumulative records kept at MTI; no pupil personnel supervision in terminations
5. Employment Security	#1	Assign students to the program; determination of program; placement (and follow-up) of students. Terminations.	Assign students to the program; determination of curricula by job availabiltiy; placement (and follow-up of students. Recommend and make terminations.
	#2	Assign students to the program; determination of curricula by survey of job availability; placement and follow-up of students. Terminations.	Assign students to the program; determination of curricula by survey of job availabiltiy; placement and follow-up of students. Terminations.
Curriculum			
1. Goals	#1	To provide basic education so students could read and fill out job applications. There was no vocational training the first year; training was to provide basic education and to improve social and personal concepts and attitudes.	To provide job entry training in vocational courses and to improve social and personal concepts and attitudes.
	#2	To provide communication skills to read and fill out job applications and to provide basic job entry vocational skills, and to improve social and personal concepts and attitudes	To provide communication skills to pass Civil Service Exam and to provide basic job entry voc. skills, and to improve social and personal concepts and attitudes.

ITEM	YEAR	SALT LAKE CITY	OGDEN
2. Courses	#1	Basic remedial English, reading and math, plus regular phys. ed. at YMCA; Y membership funded by MDTA. Group and individual counseling. There was a brief attempt at cooperative work programs, but there were not enough employers.	Auto mech., retail sales, health, clerk general, steno general, grooming classes for both boys and girls. During first year there were no basic educ. classes.
	#2	Basic communication in reading, English, and math; warehouseman, general office clerk (type, "speedhand", bookkeeping, filing) short order cook, auto mechanic; grooming and hygiene counseling — communication — vocations	Basic communication in rading, English, and math; auto mechanic, retail sales, clerk general, steno gen; grooming and health communication counseling & orientation — vocations
3. Teaching Methods	#1	Teachers were autonomous; they had an A.M. discussion of problems. S.L.C. Employment Security says the teachers were generally pretty traditional in methods (i.e. , lecture, discipline) counseling — remedial educ. & regular phys. ed.	Teacher option except number of hours to be completed in given areas. Generally, "non-graded", i.e., remedial students are in their own group and promoted with increased competency; all students receive individual attention. development orientation — vocational (9 months)
	#2	Teachers are autonomous; have A.M. discussion of problems. Often tend to be traditional.	Teachers are autonomous; have A.M. discussion of problems. Most are progressive and liberal in approach to problems.
4. Extra-curricular Activities	#1	Friday night social with good participation, roller skating, swimming; one play put on by students. Recreational and educational field trips. Use of YMCA facilities funded by MDTA	Weekly bus field trips, both educational and recreational, funded by MDTA
	#2	Friday night socials; roller skating, swimming, etc., regular use of YMCA for phys. ed. (student buys own membership). Frequent learning field trips.	No money for transportation; field trips are within walking distance or teachers transport at own risk; therefore, there are few activities.
Faculty	#1	All volunteers, average experience about 10-11 years, 25 high, 2 low. All teachers regularly qualified by school board. Pupil-teacher ratio, 10:1* Pupil-counselor ratio, 30:1* *Although there has been a total of 86 enrolled, there has never been more than 60 at any given time, and usually fewer.	All volunteers (one assignee soon left). Average experience 3-4 years; most had no previous experience (a matter of policy to minimize traditional methods). All vocational teachers have industrial experience. All teachers regularly qualified by school board. Pupil-teacher ratio, 8:1* Pupil-counselor ratio, 30:1* *Although the total enrolled students was 73, there was never more than 60 at any given time and usually fewer.
	#2	All volunteers, average experience, 10 years. All teachers regularly certified by school board. Pupil-teacher ratio, 15:1* Pupil-counselor ratio, 60:1* *Although there have been 221 students enrolled, there are never more than 120 students at any given time and usually less than 120.	All volunteers; average experience 4 years, most have 1 year experience. It has become a matter of policy to hire new teachers to avoid use of traditional teaching methods. All teachers regularly certified by school board. Pupil-teacher ratio, 10:1* Pupil-counselor ratio, 60:1* *Although there have been 85 students enrolled, there are never more than 60 at any given time, and usually less than 60.
Public Relations	#1	Open house at school; circular to professional people who requested it; students visited for a few days before they decided whether to sign up. Conflicts sometimes arose between MDTA, Job Corps, and NYC, et. al.	Attempted cooperative work, but no one knew about existence of the program or school; began personal visits to businesses, service clubs, PTA; newspapers TV reported on school when school requested it. Pictures of school and students distributed. Employment Security made no effort beyond small notice in newspaper when openings occurred in school.
	#2	Open house at school; circular to prof. people who request it; students visit at school before signing up. TV program on ETV channel.	Newspapers and TV do stories when the school requests it. Staff make personal visits to businesses, PTA, service clubs. Employment Security puts small notice in paper when openings occur in the school.

ITEM	YEAR	SALT LAKE CITY	OGDEN
Screening	#1	Employment Security gave no tests; took anyone who wanted in if counselors decided motivation was strong enough. Recruited through welfare, schools, juvenile courts, et.al.	GATB-G given by Employment Security after counseling by Employment Security and MDTA school counselors. All students did not take GATB and most were enrolled solely on counselor recommendations. Some students had completed through 12th grade and only lacked some credits. Sent invitations (500) to eligible people and sought recruits through agencies.
	#2	Students accepted on counselor recommendations and Stanford Achievement score; those scoring too high were rejected, but the score level was raised each month. Had to show motivation to satisfaction of counselors.	GATB and counseling; special education students rejected. Some have completed through 12th grade but lack some credits. Allowed lower quality students because of high employment rate; but seek high quality because they can profit better. California Achievement Test given at school.
Number of Dropouts	#1	within 3 weeks 8 within 10 weeks 13 within 10 weeks of ending 3 within 3 weeks of ending 1 TOTAL 33 dropped out at some time in the program 65-66. 38% of the total enrolled in the time period dropped out (33 of 86) 24 voluntary 9 involuntary 24% to employment	8 11 3 0 36 dropped out at some time in the program 65-66 49% of the total enrolled in the time period dropped out (35 of 73) 20 voluntary 16 involuntary 6% to employment
	#2	127 terminations (3 reentered) 17-20% to employment 56% of the total enrolled in the time period dropped out 93 voluntary 34 involuntary 17% to employment	69 terminations 10-14% to employment 81% of the total enrolled in the time period dropped out 56 voluntary 13 involuntary 10% to employment
Number in Labor force (due to mobility of this group, follow-ups are difficult)	#1	24 graduates reported employed; 6 NYC 4 housewives 35% (approx.) of those reporting are employed, not counting NYC employment 45% (approx.) of those reporting are employed, counting those with NYC	70% of those reporting are employed; 20% don't report; none are reported employed by NYC 3,6,12 month follow-up
	#2	Not Available	Not available
Number Ret. to "Regular School"	#1	3 during program	3 during program
	#2	none	none
Disciplinary Problems	#1	Cutting class, drinking; occasional problem behavior which is objectionable but not malicious (eg necking, swearing, loitering) A number of problems existed during first two months, but quickly tapered off (fighting, disrespectful, some vandalism)	Cutting class, drinking. Rowdiness in building and abusing elevators; occasional minor vandalism in lavoratories in building. Loitering and/or necking in halls of building. Most problems began to disappear after the first 2-3 months of operation.
	#2	As in year #1	As in year #1
Change in self-concept, work, social and study habits	#1 & 2	Positive changes in the following factors related to the above were observed by school and Employment Security staffs: Neatness, grooming, manners, acceptance of social values, compatibility, poise, competitiveness, ambition, self-confidence, determination, initiative, cooperativeness, respect for law, willingness to follow directions, interest in learning, tenacity. [From Winger Behavior Inventory]	Same

	0-9	10-24	25-49	50-74	75-89	90-99	Total	Percentiles
Vocabulary	26%	16%	17%	19%	15%	7%	170	S.L.C. (SAT
	0	23%	56%	21%	0	0	39	Ogden (CAT)
Reading	22%	15%	31%	20%	8%	4%	169	S.L.C. (SAT)
	0	13%	54%	33%	0	0	39	Ogden (CAT)
Arithmetic Computation	45%	29%	12%	8%	4%	2%	170	S.L.C. (SAT)
	0	8%	59%	33%	0	0	39	Ogden (CAT)
Arithmetic Application	23%	23%	16%	18%	15%	5%	165	S.L.C. (SAT)
	0	41%	59%	0	0	0	39	Ogden (CAT)

Shows percentage distribution of percentile achievement of the students. Note that the Ogden group appears more homogeneous and the Salt Lake group more heterogeneous. Also, more in the Salt Lake group fall into the lower percentile ranges than in the Ogden group.

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IDENTIFIERS

607 enrollees, testing, socio-economic status, student goals, citizenship, complaints, administration, curriculum goals, teaching methods, extracurricular activities, faculty, public relations, screening, terminations,

ABSTRACT

800 Two Utah MDTA schools opened in 1965 as the first such programs in the state. Little related experience was available upon which to fabricate the most efficient programs. It was the purpose of this study to assess the two MDTA
801 youth programs to determine significant differences, and make a subjective evaluation of curricular strengths of each.
802 This evaluation will provide a foundation for improving the curricula of any future MDTA programs. Interviews
803 were conducted with school's administrators, teachers and pupils, youth employment directors in local Employment
804 Security Offices, and with the MDTA administrators in the Utah Employment Security. Information gathered from
805 these sources contributed to determination of the degree of similarity of the two schools and to acquiring data
806 applicable to assessment of success of the schools in achieving their goals. (See "identifiers" above.) Due to con-
807 fusing and unquantifiable nature of thedata, recommendations made are based on the investigator's subjective
808 analysis of the available data and comparative knowledge of both schools: 1. Initial part of the program should
809 emphasize establishment of student / teacher rapport and improvement of students' attitudes and desires; 2. Change in
810 remuneration philosophy should be attempted; 3. District and State school offices should more actively participate;
811 4. School should be located in area other than residential and in a non-public building; 5. Teaching methods should
812 allow the individual to progress at his own rate; 6. Students should be allowed to help each other, keeping lecture
813 periods to a minimum; 7. Classroom time should be shortened to not more than six hours with two additional hours
814 unstructured time; 8. Suspension and termination should not be used for discipline; 9. school only should recom-
815 mend terminations; 10. Public relations programs should be expanded and improved; 11. Instructional staff should
816 have in-depth pre-school orientation. Points of greatest strength included: 1. Student participation in administration
817 and problem solving; 2. Frequent staff planning meetings; 3. Extracurricular social and educational activities
818 such as field trips.

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